



**Information for Participants**  
**AB 466 and Advanced Reading Institutes, K-6/  
Reading First Institutes, K-3**  
**2004-2005**

## **COURSE REQUIREMENTS - NEW K-3 OPTIONS**

**4 Qtr. Units**                      **Course No. X 324.304F**  
**Pass, No Pass**                **NEW K-3: Research-based Methods for Reading Instruction**

**Instructor: Alice R. Furry, Ph.D.**

### **Course 1:**

**Content:** Introduces and examines the scientific research on how children learn to read and write in English in the primary grades. Explores *California Reading-Language Arts Framework* (1999), the *California English/Language Arts Content Standards* (1997), and the district's adoption of a State Board of Education approved reading-language arts and English development program. Demonstrates how to directly and systematically teach key components: the sound/letter system, phonics/decoding (word/sentence blending, decodable readings, dictation, and oral fluency reading), spelling, vocabulary, reading comprehension (strategies and skills; inquiry and research), usage and grammar, and writing (writing activities and writing process). Emphasizes ways to organize the classroom, meet diverse needs of learners, interpret the California Standards Test for English-language arts, API and AYI ranks, and ways to use publisher assessments and 6-8 week unit assessments (and for kindergarten only: monitoring logs and assessments, mid-year and end-of-year) to monitor instructional effectiveness based on student achievement. Provides guidance on collegial planning through grade level meetings.

**Course Requirements:** It is expected that the student will complete all of the following requirements to receive 4 quarter units and a grade of PASS:

1. Attend the morning and afternoon sessions of the five-day Institute, approximately 6 hours a day for 30 hours of training;
2. Complete the four daily independent study work assignments, approximately 10 hours of study and written work;
3. Participant fully in the Institute activities each day;
4. Write a 350-word essay that focuses on the major parts of the district's adopted reading-language arts program taught during the first six weeks of school. The essay should address one or more of the key instructional components of the program; and should discuss the initial problems with teaching the component(s) and how you resolved these problems through your enactment of lesson preparation, lesson delivery, and reflection on student evidence of success.
5. Read Chapters 4-7, pp. 36-89, in Sally Shaywitz, *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at any Level* (2003), New York: Alfred A. Knopf [Reprints Provided].
6. Write a 350-word essay on introducing and discussing scientific research findings, discussed by Shaywitz, which help to explain why reading difficulties are experienced by some of the students in our public schools.

**4-unit Essay On-line Submission Guidelines:**

Submit on-line at [www.csbe.ca.gov/ucla](http://www.csbe.ca.gov/ucla). Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information:

First name, Last name, Contact phone number

District, School

Email address (required for grade notification)

UCLA course number, UCLA registration number

Social Security Number or UCLA ID number

Completed Essays

**Submission Deadlines:**

Spring term Essay Submission by June 30, 2004, for participants attending a 40-hour Institute March 1, 2004-April 30, 2004.

Summer term Essay Submission by November 26, 2004, for participants attending a 40-hour Institute May 1, 2004-October 15, 2004.

Winter Term Essay Submission by May 27, 2005, for participants attending a 40-hour Institute November 1, 2004-March 31, 2005.

**Grade/Transcript Guidelines:**

Your email address will be used to notify you when your grade is posted, along with instructions on how to access your grade and request a transcript.



## **COURSE REQUIREMENTS - NEW K-3 OPTIONS**

**8 Qtr. Units**

**Course No. X 324.304P**

**Pass, No Pass**

**NEW K-3: Research to Practice for Phonological Awareness**

**Instructor: Alice R. Furry, Ph.D.**

### **Course 2:**

**Content:** Emphasizes the critical role phonological awareness plays in spelling and reading development. Explains how a student's phonological awareness knowledge is the prominent predictor of reading performance. Defines the terminology associated with phonology, phonemic awareness, phonological processing, and metalinguistics. Provides an understanding of the research behind phonological awareness and implications for instruction. Explains the relationship of phonological awareness development in speakers of other alphabetic languages. Reviews the trends in student development of phonological awareness and how it relates to reading development and achievement.

**Course Requirements:** The student is expected to complete all of the following requirements to receive 8 quarter units and a grade of PASS:

1. Complete a total of 80 hours required for the Passport Portfolio program of the AB 466 or Reading First Institute.
2. Write a 350-word essay on major insights on how well students are handling phonological awareness development and select one or two students to elaborate on how you have worked with students who demonstrated weakness in this skill domain (to be written after the 30<sup>th</sup> week of school).
3. Read Chapters 1-3, pp. 1-60, in Gail Gillon, *Phonological Awareness: From Research to Practice* (2004), New York: The Guilford Press. [Reprints Provided]
4. Write a 400-word essay on defining the skill domain of phonological awareness and its predictive power for discerning the learner's future success as a proficient reader as discussed by Gillon; and how teachers should connect this skill domain to their instruction of spelling and reading.

### **8-unit Essay On-line Submission Guidelines:**

Submit on-line at [www.csbe.ca.gov/ucla](http://www.csbe.ca.gov/ucla). Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information:

First name, Last name, Contact phone number

District, School

Email address (required for grade notification)

UCLA course number, UCLA registration number

Social Security Number or UCLA ID number

## Completed Essays

### **Submission Deadlines:**

Spring term Essay Submission by March 25, 2005, for participants attending a 40-hour Institute March 1, 2004-April 30, 2004.

Summer term Essay Submission by July 15, 2005, for participants attending a 40-hour Institute May 1, 2004-October 15, 2004.

Winter Term Essay Submission by August 19, 2005, for participants attending a 40-hour Institute November 1, 2004-March 31, 2005.

### **Grade/Transcript Guidelines:**

Your email address will be used to notify you when your grade is posted, along with instructions on how to access your grade and request a transcript.

**General Information Available at the Information Desk**